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Procedia - Social and Behavioral Sciences 69 (2012) 1369 – 1373

**Procedia**  
Social and Behavioral Sciences

International Conference on Education and Educational Psychology (ICEEPSY 2012)

## The correlation of perception on the role of father with academic achievement in senior high school student

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### Abstract

Learning is a process undertaken by school students to achieve learning outcomes and academic achievement with a good value. Perceptions about the role of fathers is one important approach in achieving a good academic achievement so that it will lead to a belief that is better for students, for their self and their abilities will lead to moral support for students in developing the direction of interest, as well as good achievement school's academic. The purpose of this research is to test empirically the correlation between perceptions of the role of father with academic achievement in senior high school student. The method used in this research is a quantitative approach. The sample of population in this study were senior high school students in Jakarta, second grade and aged 15-16 years, and still have a father. The data was collected using a questionnaire to measure the scale of perceptions about the role of fathers and the documents of the report card to measure academic achievement. Based on data analysis performed using bivariate correlation coefficient of correlation  $r$  of 0.925 with a significance of 0.000 ( $p < 0.01$ ). This means there is a significant positive relationship between perceptions about the role of fathers with academic achievement in senior high school students. These results indicate that the hypothesis which says there is a relationship between perceptions about the role of fathers with academic achievement in high school students is accepted. Based on these results, there is a significant positive relationship between perceptions about the role of father with student academic achievement in high school, where the more positive perceptions about the role of father, the higher their academic achievement, and vice versa increasingly negative perceptions about the role of the father, then also will lower of their academic achievement. Additional results are known that the perception of the role of father in the category of average or moderate, while the high academic achievement, seen from the empirical mean in the variable of academic achievement.

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Selection and peer-review under responsibility of Dr. Zafer Bekirogullari of Cognitive – Counselling, Research & Conference Services C-crcs.

**Keywords:** Correlation, perception, role of fathers, student academic achievement

### Introduction

Education is one of the most important part that must be done by each individual, in order to become qualified human resources and professional. In the process, education can work well if there is a steadiness, wisdom, and also

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the full support of the family. The family is the environment that affect individual development because of where individual gain elements and personality traits.

Development of the individual is determined by the interaction with nurturing of a parents. Parents themselves consist of father and mother. Related to perceptions about the role of parents traditionally, nurturing in the sense of educating and raising children is concerned to the mother. Mothers are perceived as a source of affection, warmth and emotional support are important givers in the family, especially in children (Roger, 1968). While the perception of the role of fathers traditionally, tended to be associated as a supporter of the family economy by working outside the house as an office employee. (Roger, 1968). But at the present time, the role of father becomes interesting to study. With the emergence of the phenomenon of a growing number of mothers who initially only as a housewife, but now they active as career woman who works, so opportunities, concerns, and treatment of children is reduced. Consequently, the original father of the work and concentrate only in charge of economic affairs, is now more in demand to play a role in their children's education. However, in line with developments in the present era, the perception of the role of fathers in child care underwent a change, the role of fathers as important as the mother's role in parenting. Perceptions about the role of the father who once more being "instrumental", which is limited to the role of breadwinner and decision maker in the family. But now, fathers tend to be associated with roles that require skills and intellectual abilities, as well as his participation with the mother, who acted as a contributing factor in providing encouragement and positive evaluation for the father, in the way of providing nurturing and compassion in children (Roger, 1968).

Now times in Indonesia, it seems people started paying attention to the importance of the presence and role of a father for his child, as stated in an article titled "The Ways of Being a Good Father", while also holding seminars - seminars related to the father. Father figure is very meaningful to the child. Whether or not, the father's success in society, is not a great issues, the father remains as a hero to the children. For children, the father is a combination of a hero, mentor, adviser, protector, teacher, and also friend (Sujayanto, 1999). Unique contributions fathers as the first man in the life of children, will provide long-term consequences and meaningful. Father, according Bloir (2002) may play an important role for the development of children's personal, social, emotional and intellectual. Against all the influence of the father's role is the most powerful of the learning achievement of children and harmonious social relations. In children will grow up motivation, self-consciousness, and identity of the skills and strengths also abilities that provide opportunities for successful learning, healthy gender identity, values and moral development with more success in the primary family and work or career someday (Evan, 1999).

Perception itself is an individual assessment of cognition in giving meaning to the stimulus coming from the physical environment or derived from other instruments (Turner, 1983). Thus, perceptions about the role of fathers is an individual's cognitive appraisal of the expected behavior as a father who educate, nurture, and guide their children in accordance with the child's developmental level. In particular, according to Weinraub (in Lamb, 1997) says that the perception of the role of fathers significantly influential in the development of gender, cognitive ability and academic achievement. Fathers' involvement also will developing children's ability to empathize, being attentive, and loving, and better social relationships (Andayani & Koentjoro, 2004). In fact, other studies have also shown that the perception of the role of fathers involved in nurturing, it can affect the overall development of the social, emotional and academic achievement of children (Lamb, 1997). Research also shows that fathers' involvement will provide positive benefits for children in developing self-control, social adjustment of adolescent boys and girl and in determining the children academic achievement (Brooks, 1991). According to Golombok and Fivush (1994) that the father's role is more to differentiate the treatment between girls and boys, compared to the role of mother. The father's role is very important in introducing the nature of masculine and feminine. However, fathers can be involved in child care. For school-age children, especially teenagers in senior high school, where many physical changes and demands of the role of sex is increasing, so they are very concerned about their appearance, but they also had to adjust to changes in the school environment and new social environment (Martin & Colbert, 1997).

National Parent Teacher research Association (in Slameto, 2003), which states that the role of fathers in children's education is crucial. Those whose fathers take part actively in the companion study will obtain higher learning achievement, school attendance is more orderly, actively participate in various activities, and more positive attitude toward school. Therefore, necessary to the perception of the role of fathers involved in the lives of teenagers, especially at the senior high school students, by giving impulses or emotional support from the

father (parent), so that it will lead to a moral support for the child in developing direction of interest, and pursue their academic achievement in school.

Lamb (1997) said that, the role of fathers in a positive and engaging warmly with their teenagers, especially at the level of senior high school students, can affect a child's perception about the ability of his academic achievement. Sense of the ability of the child in their academic achievement, is positively related to their own behaviour in time with his/her father in dealing with difficult issues. Children who have high confidence about the ability of academic achievement demonstrated the ability to control emotions and be more confident in solving difficult problems. Sprinthall and Norman (1990) argues that academic achievement is largely the result of ego strength or orientation of students to the reality. Highly dependent on the individual's personal belief that they controlled their own destiny, which supported the existence of an individual's personal feeling that they did have ability. The learning process experienced by a person, especially a place in the school environment can be regarded as academic achievement.

Bloom (in Winkel, 1987) argues that academic achievement is a process experienced by students to produce a change in the field of knowledge, comprehension, application, power analysis, synthesis and evaluation. Academic achievement is influenced by intelligence or intellectual abilities are cognitive, but also by factors such non-cognitive emotion, motivation, personality and various environmental influences, including the support and the role of the father (parent) (Sprinthall & Norman, 1990).

Actually, both father and mother have the responsibility of the role and influence of the same magnitude in the academic achievement of children. But, with the perception of the role of fathers in a positive, it will open up opportunities for father to interact with the children, so it can expand the horizons of thought and the child's cognitive (Brooks, 1991). Perceptions about the role of fathers involved in solving problems and making decisions, can be a source of knowledge for the children, thus helping the growth of cognitive skills that can also affect on academic achievement (Dagun, 1990). The existence of a perception of the role of a good father to the ability of the child, will lead to a belief that better for the child, especially in their ability to develop and pursue interests towards academic achievement in school. Children at least feel confident that the understanding, it will stimulate the father (parent) to guide their, to overcome the difficulties experienced. Conversely, if the child in developing relationships with the father (parents) had a disappointment in reality, this sometimes causes the "cracking" spirit of children to pursue their academic achievement in school. (Andayani & Keontjoro, 2004). To be successful in academic achievement in school, the motivation needed to achieve learning goals, as well as the role of fathers has contributed substantial (Dagun, 1990). Support and the role of fathers (parents) in any form, will greatly assist the growth of motivation in the child's self, to do more to reach high academic achievement in school (Sprinthall & Norman, 1990).

Support from the perception of the role of fathers in a positive, can affect the emotional security, confidence and adaptability at the time met with a more complex knowledge, physical and social challenges. Children with active fathers with attitude, attentive and involved, usually have high self-esteem and better academic achievement than those who lack the attention of the fathers (Biller and Trotter, in Lamb, 1997). The role of the father appears as an important factor in the ability of academic achievement. According to Biller (in Lamb, 1997), the role of father is positively correlated with intellectual functioning of children, where the lack of father involvement tend to reduce cognitive ability and academic achievement. Hetherington and Parke (1979) also found that father absence has a negative effect on cognitive function. The main disadvantage of the absence of a father to his children is the lack of attention, including at least the opportunity to adopt the attitude in decision making and problem solving in a prudent manner. The presence of examples of the role of father at home is crucial to the development of cognitive and intellectual abilities.

## Method

The method used in this study is a quantitative approach. The number of subjects in this study is 70 people. By using purposive sampling techniques, the characteristics of the required subjects in this study were high school students in Jakarta are still active and aged 15-16 years. The collection of data used to measure perceptions of the role of the father is the father's role perception scale developed by researchers based on the theory of Ittelson (in Bell, 1996) is: affective aspects, interpretive aspects, cognitive, and evaluative aspects. Meanwhile, to measure the academic achievement of students seen from the report card, which is taken from the second semesters, which consists of 10 lessons, is, religion, Pancasila and Nationality Education, Bahasa Indonesian, natural sciences, social sciences, English, sports, math, art and culture, information and communication technology. Based on

measurements of academic achievement norms, values used for academic achievement is the sum of the value of these subjects that the students obtained, by summing the total value of the above subjects.

## Result

Scale of perception of the role of fathers, based on Likert scale models, from 100 items are used, obtained 96 items are valid, while the other four items be disqualified. Item has a valid correlation values between 0.318 to 0.735, while the reliability test was done by using *alpha cronbach* obtained with the alpha value of 0.979. On academic achievement obtained through secondary data or records in the form of student report cards. To test the linearity of the variables of perception of the role of fathers by using regression analysis, the F value of 405.683 can significantly = 0.000 ( $p < 0.05$ ). This suggests a linear relationship between the variables of perception of the role of father to academic achievement.

To test the normality of the distribution of scores used Kolmogorov-Smirnov test. Based on testing for normality, the variables in perceptions about the role of father to a significance of 0.001 ( $p < 0.05$ ) and academic achievement has a significance of 0.200 ( $p > 0.05$ ). Generally speaking, the distribution of scores of perception of the role of fathers in the sample taken is not normal, while scores of academic achievement is a normal sample.

Hypothesis test to see the correlation between the variables of perception of the role of fathers with academic achievement is using Pearson product moment. Based on the data analysis, it is known that the correlation coefficient between the perceptions of the role of fathers with academic achievement may result ( $r$ ) of 0.925 with a significance level of 0.000 ( $p < 0.05$ ). From these results, thus, a hypothesis that says there is a correlation between perceptions about the role of fathers with academic achievement in high school students in this study accepted.

## Discussion

Based on survey results revealed that the research hypothesis was accepted. From the above results, it can be seen that the empirical mean score of perceptions about the role of the father of 289.79 is higher than the hypothetical mean score is  $288 + 1$  SD, but the difference is not more than 1 SD. In general, the research subjects have a perception about the role of fathers who are in the category average, or is or is not much different from teenagers in general.

This is because the majority of subjects had a father who has a fairly high level of education or a job. It can be seen from the description of the subject based on the father's education or employment. This is in accordance with the opinion of Golombok and Fivush (1994), which says that the father's education or employment is one of the factors supporting the identity of a father. Father who has a fairly high level of education or a job which he satisfactorily, it will have better psychological well-being than fathers with higher education levels or who do not have a job that he is less satisfactory.

With the attention given by the father, then the children will perceive the father as a person who is warm to children, so that will help improve their academic achievement. However, on the contrary, if the father has a low level of education or a job which he is less satisfactory, it will bring psychological tension, which will affect the interaction between mother and father, then turn affect the interaction with the child's father, which will be affect their academic achievement. (Golombok & Fivush, 1994).

## Conclusion

From the above results, it is known that ( $r^2$ ) = 0.856 or 85.6%, which means that the perception of the role of father's relative contribution to the academic achievement of 85.6%. The remaining 14.4% is influenced by factors that affect academic achievement such as intelligence, personality factors, interests and attitudes, motivation, physical factors, family environment, school environment, and situational factors (Suryabrata, 2002). This is because the majority of subjects perceive the role of fathers as positive role that personal and warm engaging with children. Evident from the results of the study, it was concluded that there is a significant relationship between perceptions about the role of fathers in the academic achievement of high school students, where the more positive perceptions about the role of the father of one's academic achievement will be higher, and conversely the more negative perceptions about the role of one's father the lower academic achievement.

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